DOCUMENT RESUME

ED 169 948 IR 007 236

AUTHOR Wilke, Jennifer L.
TITLE Guidelines for Evaluating Instructional Media. (Film and TV).
INSTITUTION Alaska State Dept. of Education, Juneau. Office of Planning and Research.
SPONS AGENCY Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.
PUB DATE Nov 78
NOTE 31p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Bibliographies; *Educational Television; *Evaluation; *Evaluation Criteria; *Instructional Films; Instructional Media; *Worksheets

ABSTRACT

The guidelines provided are designed to help teachers analyze any visual media product--the video or film program or series, as well as any accompanying teacher guides or student workbooks, and determine their value as both learning and teaching resources. Criteria definitions and sample completed evaluation forms are provided together with blank forms for (1) video/film programs, (2) teacher guides, and (3) instructional media program evaluation. A 35-item bibliography on evaluating instructional media is included. (Author/JVP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED169948

GUIDELINES FOR EVALUATING INSTRUCTIONAL MEDIA

(FILM AND TV)

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Michael Carl Manion

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

IR007236

ALASKA DEPARTMENT OF EDUCATION
Instructional Television

Published by the
ALASKA DEPARTMENT OF EDUCATION
Office of Planning and Research
Instructional Television

with further support from
ESEA Title IV-B
Libraries and Learning Resources

and the
NIE Capacity Building Project A-TIP

November 1978
Juneau, Alaska

Researched and Developed by:

Jennifer L. Wilke
Coordinator
Instructional Television

With Special Thanks to:

Dr. Mickey Lee
and the
Northwest Regional Educational Laboratory
Juneau, Alaska

No copyright restrictions. You are free to copy any form or information in this packet by any means available to you, for educational purposes.

TO MEDIA OR CURRICULUM COORDINATORS:

These guidelines are offered to help improve the quality of the visual media (film, instructional TV or video tape) used in the classrooms in your district.

Effective use of any media requires selecting a quality program or series that can be readily adapted to lesson plans and that is relevant to students.

These guidelines will help you analyze any visual media product – the video or film program or series, as well as any print teacher guides or student workbooks that come with it. This analysis is designed to help you determine the value of any instructional media product as both a learning and a teaching resource.

Use of the evaluation process suggested here will also help you:

- Select high quality visual programs relevant to your district & curriculum.
- Involve teachers in evaluating the media they use.
- Give any teacher adequate information from which to select an effective media program.
- Develop greater teacher awareness of what to look for in an effective instructional media program.

CONTENTS

1 VIDEO/FILM PROGRAM EVALUATION FORM

RATING FORM
DEFINITIONS

SAMPLE

2 TEACHER GUIDE EVALUATION FORM

RATING FORM
DEFINITIONS

SAMPLE

3 KEEPING TABS

SUMMARY EVALUATION FORM and SAMPLE

TABULATION WORKSHEET and SAMPLE

4 FURTHER REFERENCE

A BIBLIOGRAPHY

The evaluation form for film or video programs lists 19 criteria, that are defined.

Recent research in instructional television has shown that visual productions meeting these 19 standards will have a positive effect on student learning.

This form is intended for use by teachers, curriculum or media specialists

DURING PREVIEW of a program or series;

or

AFTER USE of a program in the classroom.

NOTE: **To avoid confusion or misleading results, this evaluation form (or any modified version) should be used only after user orientation or discussion of the criteria as they are defined. Any questions should be clarified before individual use of the form.**

Name: _____

School: _____

Date: _____

VIDEO/FILM PROGRAM EVALUATION FORM 1

☐ **PREVIEW** ☐ **AFTER CLASSROOM USE**

SERIES TITLE: _____

PROGRAM (OR SINGLE) TITLE: _____

INTENDED GRADE LEVEL: _____

After viewing the video/film program, check which of the following technique(s) you observed in the the program:

THIS VIDEO PROGRAM INCLUDES: *Check all that apply –*

TYPE(S) OF LEARNING:

____**Visual Identification**
object identity for viewer recognition

____**Concepts**
abstract idea or generalization

____**Procedures**
series of steps or actions

____**Motor Skills**
physical skill for viewer to attain

____**Attitudes**
feelings, emotions, or self-discovery

____**Problem Solving**
issue requiring resolution

TYPE(S) OF TEACHING:

____**Lecture**
talking head; TV teacher visible

____**Documentary**
field trip; "You are there"

____**Demonstration**
physical procedure or skill

____**Dramatization**
fiction or fact in dramatic form

____**Human actors**

____**Animation**

____**Other:** _____

Continued . . .

VIDEO/FILM PROGRAM EVALUATION

Circle the response you judge appropriate, based on the definitions.

	NONE	POOR QUALITY	BELOW AVERAGE	ABOVE AVERAGE	GOOD QUALITY	HIGH QUALITY
I. Teaching Content						
A. Academic Quality						
1. Accurate	0	1	2	3	4	5
2. Current	0	1	2	3	4	5
3. Objective	0	1	2	3	4	5
4. Knowledgeable	0	1	2	3	4	5
5. Well-Organized	0	1	2	3	4	5
B. Technical Quality						
1. Sound Quality	0	1	2	3	4	5
2. Picture Quality	0	1	2	3	4	5
3. Continuity	0	1	2	3	4	5
C. Value of TV to Subject						
1. Variety of Teaching Techniques	0	1	2	3	4	5
2. Relevance to Subject	0	1	2	3	4	5
3. Relevance to Curriculum	0	1	2	3	4	5
II. Learning Content						
A. Appropriateness						
1. Subject Matter	0	1	2	3	4	5
2. Vocabulary	0	1	2	3	4	5
B. Attention						
1. Gain	0	1	2	3	4	5
2. Hold	0	1	2	3	4	5
C. Learning Objectives						
1. Stated	0	1	2	3	4	5
2. Realistic	0	1	2	3	4	5
D. Viewer Involvement						
1. Opportunity for Response	0	1	2	3	4	5
2. Relevance to Viewer	0	1	2	3	4	5

Additional Comments:

DEFINITIONS

CRITERIA FOR EVALUATING INSTRUCTIONAL MEDIA

VIDEO OR FILM PROGRAM

I. Teaching Content

A. Academic Quality

1. **Accurate**
   Free from factual errors.

2. **Current**
   Terms and principles used are up-to-date, and will not be dated in the near future.

3. **Objective**
   Information is presented in a fair and impartial manner. **Does not contain inappropriate stereotypes, either racial, sexual, or cultural.**

4. **Knowledgeable**
   TV teacher's knowledge and teaching ability are evident. Authority and competence of author/producer is verified by the contents, and indicates a familiarity with current research.

5. **Well-Organized**
   Information to be presented is adequately introduced, is developed logically and coherently, and is summarized for the learner. Titles (on-screen) aid comprehension.

B. Technical Quality

1. **Sound Quality**
   Program is audible throughout. The voice, music, and audio effects have consistent fidelity.

2. **Picture Quality**
   Visuals are clear and properly framed. Graphics and titles are clearly visible on-screen.

3. **Continuity**
   Visuals are in logical and continuous order. Both the visual and the audio presentation of information is cohesive and aids comprehension.

C. Value of Television to Subject Matter

1. **Variety of Teaching Techniques**
   Presents information, talent, or teaching techniques that are not available in a conventional classroom. Techniques used to present information would improve materials or techniques already in use.

Continued . . .

2. **Relevance to Curriculum**
   Information presented is relevant to curriculum needs.

II. Learning Content

A. Appropriateness

1. **Subject Matter**
   Information presented is appropriate for the intended grade level, and requires a level of understanding appropriate to these intended viewers.

2. **Vocabulary**
   General vocabulary and narration is appropriate and clear. Throughout the presentation, language is used effectively and presents useful speech patterns. All technical terms are clearly explained and illustrated.

B. Attention

1. **Attention**
   Gains viewer attention with cues that are relevant to the subject matter being presented.

2. **Ability to Hold Viewer Attention**
   Holds viewer attention. Maintains viewer interest through creative techniques, and change of pace in presentation.

C. Learning Objectives

1. **Learning Objectives Are Stated**
   Learner is informed of the learning objectives for the program.

2. **Learning Objectives Are Realistic**
   The stated learning objectives are realistic and capable of accomplishment.

D. Viewer Involvement

1. **Opportunity for Response**
   The presentation requires some type of response from the viewer, by asking rhetorical or literal questions, as well as by providing rest pauses for viewers during the presentation.

2. **Relevance to Viewer**
   Information presented is relevant to viewers' lives and surroundings, and this relevance is demonstrated. Viewers' application or use of information in their own lives in the near future is illustrated.

SAMPLE

Name: MARY SMITH

School: YUKON JUNIOR HIGH

Date: 11/15/78

VIDEO/FILM PROGRAM EVALUATION FORM 1

SAMPLE

☒ PREVIEW ☐ AFTER CLASSROOM USE

SERIES TITLE: UNIVERSE # 1

PROGRAM (OR SINGLE) TITLE: #13 VECTORIA

INTENDED GRADE LEVEL: JUNIOR HIGH

After viewing the video/film program, check which of the following technique(s) you observed in the the program:

THIS VIDEO PROGRAM INCLUDES: *Check all that apply –*

TYPE(S) OF LEARNING:	TYPE(S) OF TEACHING:
X **Visual Identification** object identity for viewer recognition	___ **Lecture** talking head; TV teacher visible
X **Concepts** abstract idea or generalization	___ **Documentary** field trip; "You are there"
___ **Procedures** series of steps or actions	X **Demonstration** physical procedure or skill
___ **Motor Skills** physical skill for viewer to attain	X **Dramatization** fiction or fact in dramatic form
___ **Attitudes** feelings, emotions, or self-discovery	X **Human actors**
___ **Problem Solving** issue requiring resolution	___ **Animation**
	___ **Other:** _____

Continued . . .

SAMPLE

SAMPLE

VIDEO/FILM PROGRAM EVALUATION

Circle the response you judge appropriate, based on the definitions.

	NONE	POOR QUALITY	BELOW AVERAGE	ABOVE AVERAGE	GOOD QUALITY	HIGH QUALITY
I. Teaching Content						
A. Academic Quality						
1. Accurate	0	1	2	3	4	(5)
2. Current	0	1	2	3	4	(5)
3. Objective	0	1	2	3	4	(5)
4. Knowledgeable	0	1	2	3	4	(5)
5. Well-Organized	0	1	2	3	4	(5)
B. Technical Quality						
1. Sound Quality	0	1	2	3	4	(5)
2. Picture Quality	0	1	2	3	4	(5)
3. Continuity	0	1	2	3	4	(5)
C. Value of TV to Subject						
1. Variety of Teaching Techniques	0	1	2	(3)	4	5
2. Relevance to Subject	0	1	2	(3)	4	5
3. Relevance to Curriculum	0	1	2	(3)	4	5
II. Learning Content						
A. Appropriateness						
1. Subject Matter	0	1	2	(3)	4	5
2. Vocabulary	0	1	2	(3)	4	5
B. Attention						
1. Gain	0	1	2	3	(4)	5
2. Hold	0	1	2	3	(4)	5
C. Learning Objectives						
1. Stated	0	1	2	(3)	4	5
2. Realistic	0	1	2	(3)	4	5
D. Viewer Involvement						
1. Opportunity for Response	0	1	(2)	3	4	5
2. Relevance to Viewer	0	1	2	3	(4)	5

Additional Comments:

GOOD APPROACH FOR THIS AGE LEVEL:
FAST-PACED, COMPUTERS, PIN BALLS.
VERY WELL DONE.

The evaluation form for teacher guides that accompany a media program includes 11 criteria, that are defined.

Recent research in instructional television has shown that print materials meeting these 11 standards will improve the usefulness of and improve the learning resulting from viewing a media program.

This form is intended for use by teachers, curriculum, or media specialists:

DURING PREVIEW of a media program or series when this print material is provided;

or

AFTER USE of a media program and teacher guide in the classroom.

NOTE: **To avoid confusion or misleading results, this evaluation form (or any modified version) should be used only after user orientation or discussion of the criteria as they are defined. Any questions should be clarified before individual use of the form.**

TEACHER GUIDE EVALUATION FORM 2

Name: _____

School: _____

Date: _____

☐ **PREVIEW** ☐ **AFTER CLASSROOM USE**

Series or Program Title: _____

Number of pages in guide: _____

Continued . . .

TEACHER GUIDE EVALUATION

Circle the response you judge appropriate, based on the definitions.

1.	FORMAT	YES	NO	
2.	TABLE OF CONTENTS	YES	NO	
3.	LEARNING OBJECTIVES	YES	NO	
4.	VIDEO SUMMARY	YES	NO	
5.	VOCABULARY	YES	NO	NA
6.	STUDENT MATERIALS	YES	NO	NA
7.	PRE-VIEWING	YES	NO	
8.	POST-VIEWING	YES	NO	
9.	BIBLIOGRAPHY	YES	NO	
10.	RELEVANCE	YES	NO	
11.	MOTIVATION	YES	NO	

Additional comments:

DEFINITIONS

CRITERIA FOR EVALUATING INSTRUCTIONAL MEDIA

TEACHER GUIDE

1. **Format**
   Attractive and easy to follow; print legible; graphics or photos clear.

2. **Table of Contents**
   Contains table of contents giving clear outline of guide; contents well-organized.

3. **Learning Objectives**
   Stated for each program; adequate for determining expected types of learning or performance outcomes.

4. **Video Summary**
   Summary of video program content provided for each program. Provides adequate information for determining type of presentation(s) contained in program, and specific program events requiring student viewer prep.

5. **Vocabulary**
   Technical terms are listed and defined.

6. **Student Materials**
   All student materials are provided in format allowing easy duplicating.

7. **Pre-Viewing**
   Contains suggestions for pre-viewing classroom discussion, activities, or prep that will improve viewer readiness for viewing.

8. **Post-Viewing**
   Suggestions for post-viewing classroom discussion or activities do not simply re-teach video program content, but assist classroom follow-up to stimulate further student understanding, study, or inquiry.

9. **Bibliography**
   Includes listing of reference materials for additional or individual study.

10. **Relevance**
    Provides realistic suggestions for classroom activities to complement video program viewing; suggestions are practical and usable without extensive prep or elaborate additional materials.

11. **Motivation**
    Guide stimulates interest in using video series with accompanying classroom activities.

SAMPLE

TEACHER GUIDE EVALUATION FORM 2

SAMPLE

Name: MARY SMITH

School: YUKON JUNIOR HIGH

Date: 11/15/78

☒ PREVIEW ☐ AFTER CLASSROOM USE

Series or Program Title: UNIVERSE & I

Number of pages in guide: 88

Continued . . .

SAMPLE

SAMPLE

TEACHER GUIDE EVALUATION

Circle the response you judge appropriate, based on the definitions.

1.	FORMAT	YES	NO	
2.	TABLE OF CONTENTS	YES	NO	
3.	LEARNING OBJECTIVES	YES	NO	
4.	VIDEO SUMMARY	YES	NO	
5.	VOCABULARY	YES	NO	NA
6.	STUDENT MATERIALS	YES	NO	NA
7.	PRE-VIEWING	YES	NO	
8.	POST-VIEWING	YES	NO	
9.	BIBLIOGRAPHY	YES	NO	
10.	RELEVANCE	YES	NO	
11.	MOTIVATION	YES	NO	

Additional comments:

STUDENT MATERIALS IN THE TEACHER GUIDE LOOK GOOD, BUT COPYING REQUIRES WRITTEN PERMISSION OF DISTRIBUTOR. PRACTICAL?

This summary form is designed to allow you to gather individual program evaluations district-wide, and summarize them for all teachers.

These evaluation summaries of media programs may be issued as a supplementary media catalog, or provide a central guide to district media collections.

This summary evaluation form includes

PROGRAM DESCRIPTION *from producer's description*

PROGRAM EVALUATION *from teacher previews or classroom use*

ADDITIONAL COMMENTS *by teachers*

A WORKSHEET to help tabulate the video/film evaluation forms is also included.

INSTRUCTIONAL MEDIA PROGRAM EVALUATION

SUMMARY

PROGRAM OR SERIES TITLE: _____

SUBJECT: _____ GRADE LEVEL: _____

No. of programs: _____ (if series)

Format:
- ☐ 16mm film
- ☐ ¾" Videocassette
- ☐ ½" Videotape

Length: _____ min.

Available for classroom use from: _____ _____

_____

Producer: _____ Year: _____

DESCRIPTION OF PROGRAM/SERIES:
(learning objectives)

Continued . . .

Total Evaluations Received: ____ ____ **After Preview** ____ **After Classroom Use**

VIDEO/FILM PROGRAM EVALUATION

Program(s) Evaluated: _____

TYPE(s) OF LEARNING observed:

TYPE(s) OF TEACHING observed:

TOTAL AVERAGE EVALUATION: _____ %

Maximum: 100%

AVERAGE CRITERIA RATINGS:

I. Teaching Content
   - A. ACADEMIC QUALITY _____ %
   - B. TECHNICAL QUALITY _____ %
   - C. VALUE OF TV TO SUBJECT _____ %

II. Learning Content
   - A. APPROPRIATENESS _____ %
   - B. ATTENTION _____ %
   - C. LEARNING OBJECTIVES _____ %
   - D. VIEWER INVOLVEMENT _____ %

TEACHER GUIDE EVALUATION

_____ **Pages**

☐ **MEETS ALL STANDARDS**

Does NOT meet standards for:

continued.....

Program Title: _____

ADDITIONAL COMMENTS

SAMPLE

INSTRUCTIONAL MEDIA PROGRAM EVALUATION

SUMMARY

SAMPLE

PROGRAM OR SERIES TITLE: UNIVERSE & I (series)

SUBJECT: EARTH AND SPACE SCIENCE **GRADE LEVEL:** JUNIOR HI

No. of programs: 20 (if series)

Format:
- ☐ 16mm film
- ☒ ¾" Videocassette
- ☐ ½" Videotape

Length: 20 min.

Available for classroom use from: Alaska State Film Library
650 International Airport Road
Anchorage, AK 99502

Producer: Kentucky Educational Television **Year:** 1976

DESCRIPTION OF PROGRAM/SERIES:
(learning objectives)

This is a motivational series that helps students develop constructive attitudes toward the study of science and greater awareness of how science affects their daily lives. The series also is intended as an aid for teachers in reinforcing specific concepts in earth and space sciences.

Simulation, animation, drama, comedy, and fantasy make viewing these programs an absorbing, stimulating experience for junior high school students--and their teachers. Each program is different in format and treatment, and each is designed to get students enthusiastically involved in mind-expanding discussions and activities.

Prominent in the cast are a number of celebrated actors. Among these are Leonard Nimoy as a familiar hawk-nosed, pipe-smoking detective who solves mysteries from his cluttered Victorian flat; Robert Lansing as a meteorologist caught in a unique weather event in the New Hampshire mountains; and Patrick O'Neal as a narrator-host who spins an intriguing tale - the legend of the lost continent of Atlantis. Winner of CPB Award for Local Television Program, 1977; and Ohio State Award, 1977 and 1978.

(from catalog description, Agency for Instructional Television Catalog 1979, page 100)

Continued . . .

SAMPLE

Total Evaluations Received: 8 7 After Preview 1 After Classroom Use

SAMPLE

VIDEO/FILM PROGRAM EVALUATION

Program(s) Evaluated: #13 Vectoria

TYPE(s) OF LEARNING observed:

Visual Identification
Concepts

TYPE(s) OF TEACHING observed:

Demonstration
Dramatization: human actors

TOTAL AVERAGE EVALUATION: 83 %

Maximum: 100%

AVERAGE CRITERIA RATINGS:

I. Teaching Content
- A. ACADEMIC QUALITY 92 %
- B. TECHNICAL QUALITY 95 %
- C.. VALUE OF TV TO SUBJECT 75 %

II. Learning Content
- A. APPROPRIATENESS 89 %
- B. ATTENTION 98 %
- C. LEARNING OBJECTIVES 64 %
- D. VIEWER INVOLVEMENT 58 %

TEACHER GUIDE EVALUATION

88 Pages

☐ MEETS ALL STANDARDS

Does NOT meet standards for:

Stated Learning Objectives
Vocabulary Listing
Pre-Viewing Suggestions

continued.....

Program Title: UNIVERSE & I

ADDITIONAL COMMENTS

Good approach for this age level: fast-paced, computers, pin balls. Very well done.

Student materials in the teacher guide look good, but copying requires written permission of distributor. Practical?

Very good use of video techniques in the "computer" segment, well-paced.

I have used several of the programs in this series in class, and they were similarly well-done. The kids enjoyed them, and they offered a good reinforcement of several experiments I had previously introduced.

VIDEO/FILM PROGRAM EVALUATIONS

WORKSHEET

Tabulating the results for each video or film program evaluated

I Teaching Content

A. Academic Quality ..... %

total points AWARDED in category		number of FORMS completed		average single rating		25	=	percentage of maximum rating possible
	divided by		=		divided by			

B. Technical Quality ..... %

	divided by		=		divided by	15	=	

C. Value of TV to Subject ..... %

	divided by		=		divided by	15	=	

Learning Conten.

A. Appropriateness ..... %

	divided by		=		divided by	10	=	

B. Attention ..... %

	divided by		=		divided by	10	=	

C. Learning Objectives ..... %

	divided by		=		divided by	10	=	

D. Viewer Involvement ..... %

	divided by		=		divided by	10	=	

TOTAL OVERALL PROGRAM AVERAGE ..... %

	divided by	95	=	
TOTAL average single rating				percentage of maximum TOTAL rating possible

SAMPLE

VIDEO/FILM PROGRAM EVALUATIONS

WORKSHEET

Tabulating the results for each video or film program evaluated

SAMPLE

I. Teaching Content

A. Academic Quality ..... 92 %

total points AWARDED in category		number of FORMS completed		average single rating				percentage of maximum rating possible
184	divided by	8	=	23	divided by	25	=	.92

B. Technical Quality ..... 95 %

114	divided by	8	=	14.25	divided by	15	=	.95

C. Value of TV to Subject ..... 75 %

90	divided by	8	=	11.25	divided by	15	=	.75

II. Learning Content

A. Appropriateness ..... 89 %

71	divided by	8	=	8.9	divided by	10	=	.89

B. Attention ..... 98 %

78	divided by	8	=	9.75	divided by	10	=	.9

C. Learning Objectives ..... 64 %

51	divided by	8	=	6.4	divided by	10	=	.64

D. Viewer Involvement ..... 58 %

46	divided by	8	=	5.75	divided by	10	=	.575

TOTAL OVERALL PROGRAM AVERAGE ..... 83 %

79.30	divided by	95	=	.83
TOTAL average single rating				percentage of maximum TOTAL rating possible

These guidelines for evaluating instructional media have been developed from a review of recent research and literature on the subject.

This bibliography contains the principle studies and reports used in developing these guidelines. Many of the studies here listed are readily available through the San Mateo Educational Resource Center (SMERC) or through ERIC and the Alaska State Library.

EVALUATING INSTRUCTIONAL MEDIA

A BIBLIOGRAPHY

AN ASSESSMENT OF INSTRUCTIONAL TELEVISION, National Instructional Television Center (NIT), Bloomington, Indiana, 1973. ERIC ED 083 800

Ball, Howard G., STANDARDS FOR MATERIALS SELECTION, *Journal of Reading*, Vol. 20, No. 3, December 1976, pp. 208–211.

Burke, Richard C., (Ed.), INSTRUCTIONAL TELEVISION: BOLD NEW VENTURE, Indiana University Press, Bloomington, Indiana, 1971.

Chisholm, Margaret E., and Ely, Donald P., MEDIA PERSONNEL IN EDUCATION: A COMPETENCY APPROACH, Prentice-Hall, Inc., Englewood Cliffs, NJ, 1976.

Chu, Godwin and Schramm, Wilbur, LEARNING FROM TELEVISION, NAEB, Washington, D.C., 1968.

Chu, Godwin C., and Schramm, Wilbur, LEARNING FROM TELEVISION: WHAT THE RESEARCH SAYS (Revised), NAEB, Washington, D.C., Stanford University, California Institute for Communication Research, 1975. ERIC ED 109 985

Crum, Lawrence E., EVALUATING ITV PRODUCTION TECHNIQUES: COMMUNITY OF LIVING THINGS, 1972. ERIC ED 063 150

EDUCATIONAL TELEVISION: THE NEXT TEN YEARS, (Ed.), Stanford University, Institute for Communication Research, 1962.

Evaluation Report — Instructional Materials, Lincoln County (Oregon) School District. (Chisholm & Ely, 1976, Appendix A)

Gagne, Robert M., and Briggs, Leslie J., PRINCIPLES OF INSTRUCTIONAL DESIGN, Holt, Rinehart and Winston, Inc., NYC, 1974.

Gerlach, Vernon S. and Ely, Donald P., TEACHING AND MEDIA: A SYSTEMATIC APPROACH, Prentice-Hall, Inc., Englewood Cliffs, NJ, 1971.

Gordon, George N., CLASSROOM TELEVISION: NEW FRONTIERS IN ITV, Hastings House, NYC, 1970.

GUIDELINES FOR INSTRUCTIONAL MEDIA SERVICES PROGRAMS, Pennsylvania Learning Resources Association, Printmaster Press, Havertown, Pennsylvania, February 1970.

Hardaway, Charles W. and others, A STUDY OF ATTITUDINAL CHANGES OF TEACHERS AND PUPILS TOWARD EDUCATIONAL TELEVISION, Indiana State University, Terre Haute, NDEA-VIIA-oii, June 1963.

Himmler, M.L., AN ANALYSIS AND EVALUATION OF A TELEVISION DEMONSTRATION OF THE TEACHING OF FIFTH GRADE READING, ARITHMETIC, AND FRENCH, *Dissertation Abstracts*, 1957.

Continued . . .

Instructional Film Evaluation Form, Educational Film Library Association, (Chisholm & Ely, 1976, Appendix A).

Jones, Emily S., MANUAL ON FILM EVALUATION, (Revised Edition), Educational Film Library Association. ERIC ED 101 674

Klasek, C.B., WHAT CAN ITV MEAN TO A CLASSROOM TEACHER?, *Kentucky School Journal*, 1967.

Kreimer, Osvaldo, OPEN, SESAME: A KEY TO THE MEANING OF THE EDUCATIONAL BROADCAST MESSAGE, Stanford University, California Institute for Communication Research, December 1974.

A List of Criteria for Selection of Instructional Materials, Prince George's County Public Schools, Department of Educational Communications, Instructional Services Center. (Chisholm & Ely, 1976, Appendix A).

McAnany, Emile G., and others, STUDYING INSTRUCTIONAL TELEVISION: WHAT SHOULD BE EVALUATED, Stanford University, California Institute for Communication Research, December 1973. ERIC ED 114 126

McGuigan, F.J., HOW TO SELECT AND EVALUATE PROGRAMMED INSTRUCTIONAL MATERIALS, North Carolina State University, Raleigh, School of Education, April 1971. ERIC ED 051 455

McGuigan, F.J., and Peters, R.J., Jr., ASSESSING THE EFFECTIVENESS OF PROGRAMMED TEXTS—METHODOLOGY AND SOME FINDINGS, *Journal of Programmed Instruction*, Vol. III, No. 1, 1965.

Payne, David A., et. al., THE DEVELOPMENT AND FIELD TEST OF AN EVALUATION MODEL FOR EDUCATIONAL TELEVISION, Vol. 1, 1971. ERIC ED 076 616

Radlich, Michael S., and O'Reilly, Robert P., LEARNING FROM TELEVISION: A TELEVISION BASED LEARNING SYSTEM AS A CAPABLE SCHOOL RESOURCE, April 1976.

RECOMMENDATIONS FOR REPORTING THE EFFECTIVENESS OF PROGRAMMED INSTRUCTIONAL MATERIALS, Joint Committee on Programmed Instruction and Teaching Machines, Division of AV Instructional Services, NEA, Washington, D.C., 1966.

Reeves, Barbara, FORMATIVE RESEARCH DURING THE PREBROADCAST SEASON, SESAME STREET, Children's Television Workshop, 1970.

Rodriguez, Joan Hughes, INDIVIDUALIZED INSTRUCTION USING AUDIOVISUAL MATERIALS, *Journal of Reading*, Vol. 20, No. 3, December 1976, pp. 215—219.

Schramm, Wilbur, SOME NOTES ON RESEARCH, THEORY, AND PRODUCTION IN INSTRUCTIONAL TELEVISION, BACKGROUND PAPER, ELS, Agency for Instructional Television, Bloomington, Indiana, 1977.

Continued . . .

Smith, Linsley R., and Van Ormer, E.B., LEARNING THEORIES AND INSTRUCTIONAL FILM RESEARCH, Pennsylvania State University, University Park, College of Education, June 1949. ERIC ED 044 923

Taba, H., Durkin, M.C., Fraenkel, J.R., and McNaughton, A.H., A TEACHER'S HANDBOOK TO ELEMENTARY SOCIAL STUDIES: AN INDUCTIVE APPROACH, Addison-Wesley, Reading, Massachusetts, 1971.

Thelen, Judith, IMPROVING READING IN SCIENCE, Frostburg State College, Maryland, IRA, Newark, Delaware, 1976.

Thompson, Gerald Wayne, VIRGINIA: A TV SOCIAL STUDIES EXPERIENCE, A BACKGROUND PAPER, Old Dominion University, Norfolk, Virginia, April 1974.

Torkelson, Gerald M., EDUCATIONAL MEDIA: WHAT RESEARCH SAYS TO THE TEACHER SERIES, No. 14, March 1968. ERIC ED 030 326

Wigren, Harold E., USING INSTRUCTIONAL TV, Elementary, Kindergarten and Nursery Education, Washington, D.C., 1968. ERIC ED 031 944